BEHAVIOR SUPPORT PLAN

Student: School Attendance Site:
Grade/Placement: Date Program Developed:
Program Writer:

I. DESCRIPTION OF CHALLENGING BEHAVIOR:
    A. Definitions: (Specify in observable, measurable terms.)

    B. Antecedents: (Specific antecedents which typically precede immediately
        before the problem behaviors to assist in predicting when the behavior is
        likely to occur including activities, people, task, etc.)

    C. Precursors: (Describe what the behavior may look like, include behavioral
        chains or precursor behaviors or signs that may precede the behavior.)

    D. Frequency: (Specify the data, including the data source and method of data
        collection.)

II. DESCRIPTIONS OF APPROPRIATE ALTERNATIVE BEHAVIORS
    A. Definition: (Identify those behaviors that are socially appropriate and effective
        in serving the same function as the challenging behaviors.)

    B. Strategies: (Identify those strategies that will teach the appropriate alternative
        behaviors and to use them at the appropriate time and settings.)

III. ENVIRONMENTAL MANIPULATIONS
    A. General skills: (Identify one or two general skills that the student needs to
        know to function more appropriately and independently.)

    B. Coping Skills: (Identify those coping skills [such as relaxation skills, patiently
        waiting, taking criticism, tolerating disliked people, assertiveness training,
        desensitization, etc.] that may assist the student with anger control and
        tolerance of unavoidable, naturally occurring aversive events.

C. Classroom/school adaptations: (Specify alterations to the student's physical and/or interpersonal environment to assist in managing or preventing the challenging behavior.)

IV. DIRECT TREATMENT STRATEGIES
   A. Reinforcement Schedule: (Specific the reinforcement system that may be helpful, including specific times per day, specific rewards that may motivate the student, and materials needed, such as home-school notes, self-monitoring, token systems, etc.)

   B. Reinforcers: (Identify and prioritize potential reinforcers and specific likes and dislikes, may want to include a reinforcement inventory.)

IV. REACTIVE STRATEGIES
      (Specify strategies for the situational management of behavioral episodes)

VI. PROGRESS MONITORING
      (Specify procedure and forms to be used for data collection to monitor progress.)

VIII. PERSON(S) RESPONSIBLE
      (Specify who will be carrying out the different strategies noted above.)

Adapted from Willis, LaVigna, and Donnellan, (1991). Behavior Assessment Guide. Los Angeles, CA; Institute for Applied Behavior Analysis, phone (310) 649-0499.